

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2023**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

Mental health and wellbeing: Years 7 and 8

The following table identifies how the key aspects of mental health and wellbeing are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for mental health and wellbeing by connecting the key aspects of learning with learning area and subject specific content descriptions.

|  |
| --- |
| Years 7 and 8 |
| Key aspect 1: Connectedness and belonging |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Identities and change | analyse and reflect on the influence of values and beliefs on the development of identities AC9HP8P01 | * examining how their values and beliefs, as well as those of family and friends, influence the development of identities
* analysing how naming of deceased protocols, such as kumanjayi, can impact the identities of other members within First Nations Australian communities
* examining how cultural values and beliefs influence the way young people view themselves, including young Australians of Asian heritage
* examining how cultural beliefs about the physical changes experienced during puberty can influence gender, cultural and sexual identities
 |
| **Personal, social and community health**Identities and change | analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes AC9HP8P02 | * examining the notion of “border crossing”; that is, how First Nations Australians live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups
 |
| **Personal, social and community health**Interacting with others | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities AC9HP8P05 | * investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing
* examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability, and how resisting stereotypes can help students be themselves
* developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities
 |
| **English – Year 7**  | **Language**Language for interacting with others | understand how language expresses and creates personal and social identitiesAC9E7LA01 | * understanding local idioms and discussing their connection with personal and social identities
 |
| **English – Year 8**  | **Language**Language for interacting with others | recognise how language shapes relationships and rolesAC9E8LA01 | * understanding that group identities are formed through language that reflects shared values, beliefs and behaviours, and through language choices that engender solidarity such as specialist terminology, acronyms and terms of address; for example, teenage groups and sportspeople have adopted particular words and ways of communicating
* exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names that inform relationships to Country/Place
 |
| **Humanities and Social Sciences (HASS) Civics and citizenship – Year 7** | **Knowledge and understanding** Citizenship, diversity and identity | how Australia’s secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities AC9HC7K04 | * exploring the diversity of First Nations Australian communities and discussing the distinctiveness of a community linked to their Country/Place
* exploring the diversity of spiritualities among First Nations Australian communities, from traditional spirituality to the adoption of other religions such as Christianity and Islam
 |
|  | how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society AC9HC7K05 | * identifying shared values across the diverse communities within Australia and how these can be expressed through customs and protocols such as flag-raising ceremonies and singing the national anthem (this could include investigating the history of changes to our national anthem)
* evaluating the extent to which these values can promote cohesion and reconciliation in Australia’s society
 |
| **Humanities and Social Sciences (HASS) Civics and Citizenship – Year 7** | **Skills**Civic participation and decision-making | explain the methods or strategies related to making decisions about civic participation AC9HC7S04 | * identifying the core responsibilities of active citizenship and evaluating how the contributions of Australian citizens enacting democratic values demonstrate active citizenship and contribute to creating a cohesive society, for example, disability advocacy services or Landcare Australia groups
 |
| **Humanities and social sciences (HASS) Civics and Citizenship – Year 8** | **Knowledge and understanding**Citizenship, diversity and identity | how culture and religion may influence individuals’ and groups’ perceptions and expressions of citizenship and their actions as citizens AC9HC8K05 | * exploring how people express different aspects of their personal identity through membership of multiple communities, such as cultural groups, faith groups, professional associations, trade unions, and sporting and social clubs, and how this is reflected in expressions of citizenship; for example, fund-raising for community services or supporting people experiencing health concerns
* exploring the collective identities of several different groups in Australia’s multicultural society, and how these identities might be represented and perceived
 |
| **Knowledge and understanding**Citizenship, diversity and identity | different experiences of, perspectives on and debates about Australia’s national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups AC9HC8K06  | * examining the meaning of “national identity”, what it means to be an Australian citizen, and its role and significance in a globalised world
* analysing different representations of Australian identity, historical and current
* investigating the factors shaping debates about Australian identity, such as place, immigration and standard of living
* exploring the reasons why some migrants elect to be become Australian citizens, while others choose not to become citizens
* examining the types of questions asked in the citizenship test and exploring how these questions reflect our national identity
* discussing how the national anthem contributes to our national identity
 |
| **Humanities and social sciences (HASS) Geography – Year 7** | **Knowledge and understanding**Water in the world | the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians AC9HG7K03 | * discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, human-made wells, seas, lakes, soaks and springs for First Nations Australians
* investigating the spiritual significance of water in an Asian culture
 |
| **Knowledge and understanding**Place and liveability | the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place AC9HG7K07 | * identifying different places where people can feel included or excluded, safe or threatened, and explaining how this affects perceptions about liveability of place
* explaining the importance of people being socially connected and the effect on perceptions of liveability
* discussing the cultural connectedness and belonging that First Nations Australians have to places through family, Country/Place, dispossession, relocation and employment
 |
| **Humanities and social sciences (HASS) Geography – Year 8** | **Knowledge and understanding**Landscapes and landforms | the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations AustraliansAC9HG8K03 | * identifying the ways people value significant landscapes in Japan and China, such as Mt Fuji and the Yellow Mountains respectively, and describing what makes them important
* examining how Aboriginal Dreaming stories and Torres Strait Islander Creation stories give meaning to Country/Place
* discussing the meaning of the stories that describe First Nations Australians’ special connection to Country/Place
* discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and significant landforms for First Nations Australians
 |

|  |
| --- |
| Years 7 and 8 |
| Key aspect 2: Developing personal and social skills |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Identities and change | analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes AC9HP8P02 | * investigating the changing nature of peer and family relationships and proposing strategies to manage these changes
* accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including sexual health information about sexually transmitted infections, contraception and safe sexual practices
* examining how ceremonies of First Nations Australians involve sharing of cultural knowledge leading to changes in social standing and responsibilities in communities
* evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older
 |
| **Personal, social and community health**Identities and change | examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypesAC9HP8P03 | * exploring scenarios in texts that demonstrate how gender inequality can arise from intergenerational patterns of inequity and unequal power in relationships
* examining how gender roles and stereotypes can influence beliefs and decisions about self, friendships, sexual relationships, sexual behaviour, contraceptive use, substance use and future life plans
* identifying those positive character attributes and strengths that are valued regardless of gender
* investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices
 |
| **Personal, social and community health**Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationships  AC9HP8P04 | * analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
* recognising the impact bullying and harassment can have on relationships, including online relationships
* showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds
* proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination
* examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships
 |
| **Personal, social and community health**Interacting with others | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities  AC9HP8P05 | * researching how norms, stereotypes and prejudice are challenged in local, national and global contexts
* investigating events and strategies that value the contributions of First Nations Australians and strengthen relationships, such as Indigenous rounds in sporting codes and NAIDOC Week
* identifying examples of beliefs and cultural practices within, between and across cultural groups, including cultural groups from the Asian region, and describing how they have changed or remained the same over time
 |
| **Personal, social and community health**Interacting with others | analyse factors that influence emotional responses and devise strategies to self-manage emotions  AC9HP8P06 | * investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others
* exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others
* recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don’t have a negative impact on others
 |
| **Personal, social and community health**Interacting with others | explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent AC9HP8P07 | * exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships.
* understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concerns to others
* examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully
 |
| **Movement and physical activity**Learning through movement | investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation AC9HP8M08 | * modifying rules, equipment or scoring systems to allow all participants to enjoy success in physical activities
* analysing the benefits and potential drawbacks of activities where players, rather than an independent official, are responsible for officiating the game
* exploring rules, equipment and scoring systems of traditional games of First Nations Australians and investigating how they support skill development and fair and inclusive play
 |
| **Movement and physical activity**Learning through movement | practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities AC9HP8M09 | * adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes
* applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group
* reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes
* undertaking various roles as a leader or collaborator to support the planning of physical activities for their team or peer group
 |
| **The Arts - Dance** | **Developing practices and skills** | reflect on own and others’ dance works and/or practices to inform choreographic choices and use of technical and expressive skills [AC9ADA8D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-8/content-description?subject-identifier=ARTDANY78&content-description-code=AC9ADA8D02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * reflecting on feedback from peers who have observed a workshop or a rehearsal and using ideas from the feedback/reflection to refine dance; for example, use of technical and expressive skills or a choreographic device
 |
| **The Arts - Drama** | **Developing practices and skills** | reflect on their own and others’ drama to inform choices when manipulating elements of drama and/or conventions to shape dramatic action [AC9ADR8D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-8/content-description?subject-identifier=ARTDRAY78&content-description-code=AC9ADR8D02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * developing understanding of human behaviours and emotions using appropriate boundaries, by recalling and re-enacting past experience sand people they have observed in situations relevant of the text or content being used; asking “What did my/their body do?”, “How did my/their voice sound/communicate meaning in the situation?”, “How can I adapt my facial expression, posture, gesture, movement and voice/vocalisation to portray age, power or attitude?”, “How can I express character relationships through vocal dynamics, eye contact, distance and space?”
 |
| **The Arts – Media Arts** | **Developing practices and skills** | reflect on their own and others’ media arts works and practices to inform choices they make during the production process [AC9AMA8D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-8/content-description?subject-identifier=ARTMEDY78&content-description-code=AC9AMA8D02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * exploring styles and representations particular to a country or region to inform their own practice and to develop their understanding of cultural appropriation and representation; for example, exploring the use of media conventions and languages in cartooning genres in Asia
 |
| **The Arts – Music** | **Developing practices and skills** | reflect on their own and others’ music to inform choices they make as composers and performers about how they will manipulate elements of music and/or compositional devices [AC9AMU8D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-8/content-description?subject-identifier=ARTMUSY78&content-description-code=AC9AMU8D02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=2&view=quick) | * using focused listening and selected aural skills to evaluate the use of elements of music when listening to a recording for the purpose of making decisions about how they will interpret the music
 |
| **The Arts – Visual Arts** | **Developing practices and skills** | reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice [AC9AVA8D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-8/content-description?subject-identifier=ARTVISY78&content-description-code=AC9AVA8D02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=2&view=quick) | * using teacher and student set goals to reflect on and practise specific skills over time; for example, practising observational drawing skills by completing one drawing a week of increasingly complex compositions and using Viewpoints to develop questions reflecting on aims, strengths and areas for improvement in order to set future goals
 |
| **Technologies – Digital Technologies** | **Process and production skills**Collaborating and managing | select and use a range of digital tools efficiently and responsibly to share content online, and plan and manage individual and collaborative agile projects AC9TDI8P12 | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse
* displaying empathy for diverse cultural expectations when participating in teams and in online communities, for example showing sensitivity around images or names of deceased people, and valuing the intellectual property and perspectives of others
* demonstrating agile project management skills and understanding, for example when collaborating with First Nations Australians’ community groups to develop digital solutions to projects: following cultural protocols, including relevant permissions and attributions; acknowledging diversity, capability and strength; and addressing risks and responsibilities such as privacy, security and accuracy of data
 |
| **English – Year 7** | **Literacy**Interacting with others | use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02 | * participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations
* using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length, clarifying and rephrasing comments of others
* identifying key evidence supporting an argument in a discussion between 2 speakers
* choosing vocabulary and sentence structures for purposes and audiences, adapting language choices to meet the perceived audience needs
* ensuring that ways of communicating for particular audiences are acknowledged
 |
| **English – Year 8** | **Literacy**Interacting with others | use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussionAC9E8LY02 | * participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
* listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation
* using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas
 |
| Years 7 and 8 |
| Key aspect 3: Accessing support |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Identities and change | analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes AC9HP8P02 | * accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including sexual health information about sexually transmitted infections, contraception and safe sexual practices
 |
| **Personal, social and community health**Interacting with others | explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent AC9HP8P07 | * understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concerns to others
 |
| **Personal, social and community health**Making healthy and safe choices | refine protective behaviours and evaluate community resources to seek help for themselves and others  AC9HP8P08 | * exploring different strategies they can use, and resources or help sites they can access or refer others to, if they are experiencing symptoms of anxiety or depression
* examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person’s willingness to seek help
* exploring strategies for dealing with online abuse and bullying when there is an imbalance of power, such as grooming, image-based abuse or negative social interactions, and reporting the situation to appropriate authorities, trusted adults and through online tools
* collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, e-cigarettes, cannabis or inhalants
* analysing how bystanders play a role in ensuring online spaces are positive and safe, and examining how support services such as kidshelpline and the eSafety Commissioner can provide support for young people who feel unsafe, bullied or abused online
* exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health
 |
| **Personal, social and community health**Making healthy and safe choices | investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing  AC9HP8P09 | * analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions
* investigating how messages related to food are portrayed in the media and how this may impact decision-making in relation to health and wellbeing
* exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues
* exploring health campaigns targeting First Nations Australian young people and discussing the messages and strategies used to promote and enhance their health; for example, Deadly Choices, Don’t Make Smokes Your Story and Yarn Safe
* analysing how messages related to sexual relationships are portrayed in different forms of media and how they may influence the way people act within relationships
 |
| **English - Year 7** | **Literacy**Analysing, interpreting and evaluating | analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY03 | * explaining the relationship between language features, and audience and purpose, such as identifying which group would be the most likely target audience for the information in an advertisement and justifying why
 |
| **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideasAC9E7LY05 | * comparing the presentation of ideas in formal and informal speeches and determining the reasons for the differences
* analysing visual features including choice of image, colour, composition and font in covers of different editions of books when predicting the tone of a text
 |
| **English - Year 8** | **Language**Language for interacting with others | understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphorAC9E8LA02 | * identifying how authors use rhetorical devices that reveal the dark or serious aspects of a topic in humorous or amusing ways; for example, by making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement)
 |
| **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in textsAC9E8LY05 | * reflecting on content by connecting and comparing information across and between texts
* determining and applying criteria for evaluating the content of a website; for example, criteria for content and website purpose and its effectiveness
* analysing the selection and composition of an image in a text and evaluating its effect on the credibility of the story
 |
| **Humanities and Social Sciences (HASS) History – Year 7** | **Skills**Using historical sources | identify the origin, content, context and purpose of primary and secondary sources AC9HH7S03 | * developing and applying questions such as “Who wrote/produced this?”, “When?”, “Why?” and “What does it show about the past?” to photographs, artefacts, stories, buildings and other sources to explain context and purpose
 |
| **Skills**Using historical sources | identify and describe the accuracy and usefulness of primary and secondary sources as evidenceAC9HH7S04 | * examining the accuracy of sources by asking questions such as “Where does it come from?”, “What information is provided?”, “Is the information factual or an opinion?” and “What other sources may be needed to support/challenge this source?”
* distinguishing between a fact (for example, “Some gladiators wore helmets”) and an opinion (for example, “All gladiators were brave”)
* identifying information within a source that can be useful evidence to support an interpretation of an event, movement, individual, group or society
 |
| **Humanities and Social Sciences (HASS) History - Year 8** | **Skills**Using historical sources | identify the origin, content, context and purpose of primary and secondary sources AC9HH8S03 | * responding to questions such as “Who wrote/produced this?”, “When?”, “Why?” and “What does it show about the past?” about photographs, artefacts, stories, buildings and other sources to explain the past
 |
| **Skills**Using historical sources | identify and describe the accuracy and usefulness of primary and secondary sources as evidenceAC9HH8S04 | * examining the validity of sources by asking questions such as “Where does it come from?”, “What information is provided?”, “Is the information factual or an opinion?” and “What other sources may be needed to support/challenge this source?”
* using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered; for example, the use of conditionals “might” and “could”, and words such as “believe”, “think” and “suggests”
 |
| **Skills**Historical perspectives and interpretations | identify perspectives, attitudes and values of the past in sources AC9HH8S06 | * describing the values and attitudes revealed by a source such as an individual account, and using additional sources to show how they are broadly representative or contrast the values and attitudes of the society
 |
| **Humanities and Social Sciences (HASS) Civics and Citizenship – Year 7** | **Skills**Questioning and researching | locate, select and organise information, data and ideas from different sourcesAC9HC7S02 | * locating information in online sources by exploring advanced search functions; for example, using advanced search functions or targeted criteria: “allintext: cultural and religious diversity in Australian society”
 |
| **Humanities and Social Sciences (HASS) Civics and Citizenship – Year 8** | **Skills**Questioning and researching | locate, select and organise information, data and ideas from different sources AC9HC8S02 | * locating information from a range of print and online sources (for example, online journal articles, news reports or social media posts) using advanced search functions or targeted criteria about a citizenship issue, such as the nature of the Australian citizenship test
* selecting information from a range of sources by applying understandings of accuracy and reliability to the selection of information
 |

|  |
| --- |
| Years 7 and 8 |
| Key aspect 4: Health-enhancing behaviours |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Making healthy and safe choices | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing AC9HP8P10 | * proposing and implementing actions and behaviours that promote safe participation in physical activities, and evaluating the impact participation can have on their own and others’ mood and mental wellbeing
* investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen
* researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability to create a weekly menu plan; considering the benefits of eating locally grown, chemical-free produce to support personal health benefits, reduce food miles and support local producers
* investigating how First Nations Australians have developed complete diets that meet nutritional requirements, and used and continue to use food for medicinal purposes
* examining how different cultures value the contribution of the mind–body–spirit connection to health and wellbeing; for example, Dadirri – the Aboriginal meditative practice of deep listening developed and shared by First Nations Australians of the Daly River region, and yoga and meditation practices from the Asia region
* investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices
* investigating tools and designing routines that help to regulate the use of digital environments and tools and ensure a healthy pattern of use, such as using “do not disturb” mode or turning off notifications
* investigating different approaches and developing personal plans for promoting their own positive mental health and wellbeing, such as mindfulness, relaxation techniques and healthy eating
 |
| **Movement and physical activity**Making active choices | participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing  AC9HP8M04 | * using digital tools to design personal physical activity programs that support regular participation and meet their individual health, wellbeing and fitness goals
* designing and performing a fitness circuit they could implement at home (with minimal equipment) that improves one or more fitness components
* researching and participating in new activities to explore how they can enhance health, fitness and wellbeing, such as yoga, mindfulness meditation, gym classes, HIIT sessions
 |
| **Movement and physical activity**Making active choices | participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces AC9HP8M05 | * evaluating different strategies used to manage and protect environments where physical activities take place, such as bushwalking trails, surf beaches, skate parks and sporting fields
* investigating different approaches to custodial responsibility for Country/Place used by First Nations Australian communities to support the use of local settings and spaces for physical activity while protecting the environment
* designing and evaluating physical activity options that reimagine the use of community spaces to encourage more active lifestyles among their peer group
* promoting an understanding of minimal-impact outdoor recreation in the local area
 |
| **Movement and physical activity**Making active choices | design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes AC9HP8M06 | * designing and monitoring a personal physical activity plan that proposes realistic strategies for increasing physical activity levels and reducing sedentary behaviours
* investigating which physical activities people engage in to maintain emotional and social wellbeing, and designing a program of activities aimed at increasing social connection and wellbeing
* comparing their current physical activity levels, amount of sleep and sedentary activity time with Australia’s 24-Hour Movement Guidelines for Children and Young People and suggesting strategies for themselves and others to meet these recommendations
 |
| **The Arts – Dance** | **Creating and making** | choreograph dance by selecting and manipulating elements of dance and choreographic devices to communicate ideas, perspectives and/or meaning AC9ADA8C01 | * exploring ways to use elements of dance and choreographic devices to portray characters and stories respectfully and empathetically
* experimenting with ways to use the elements of dance and choreographic devices to represent ideas about themes or issues such as social relationships through dance; for example, through improvisation
* selecting movements from an improvisation, such as an improvisation focusing on communication of mood or emotion, and organising it for use in a music video or as short phrases that participants in an immersive experience such as VR can use
 |
| **Creating and making** | apply technical and expressive skills and/or genre- or style-specific techniques to communicate ideas, perspectives and/or meaningAC9ADA8C02 | * applying technical skills such as strength, balance or coordination to intensify communication of mood/atmosphere in a dance they are choreographing and/or performing
 |
| **Presenting and performing** | rehearse and perform dance for audiences, using technical and expressive skills and, as appropriate genre- or style-specific techniques  AC9ADA8P01 | * using technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dance they have learnt and/or choreographed
* using rehearsal strategies or techniques such as spotting to enhance confidence, clarity of movement, projection, focus and musicality in performance
 |
| **The Arts – Drama** | **Creating and making** | improvise and devise drama and/or interpret scripted drama, manipulating elements of drama and applying conventions relevant to the style/formAC9ADR8C01 | * using play-building to develop a series of scenes as a class response to an inquiry question or responding to dramatic potential of an image by imagining, “What’s happening? What has happened? What’s going to happen next?”
* working collaboratively to interpret scripted drama; for example, deciding where/when the action will take place, using improvisation to explore and understand characters and relationships, applying conventions relevant to the style/form, blocking use of the performance space to establish context, relationships or transitions, selecting/sourcing and rehearsing with props/set items
* using feedback, reflection or evaluation to develop and extend ideas when improvising, devising and/or scripting drama
 |
| **Creating and making** | evaluate and refine use of elements of drama and/or conventions to shape and sustain dramatic action and/or communicate ideas, perspectives and/or meaningAC9ADR8C02 | * refining drama during the rehearsal process by using feedback, evaluation, documentation and personal reflection, after using Viewpoints to ask questions such as “What are your intentions in the drama you are making?”, “Is the meaning clear?”, “How could elements, conventions, design (costume, props, setting) and performance skills (voice and movement) be used differently to achieve these effects?”
* adjusting performance based on audience response; for example, character's portrayal of emotion or delivery of lines to make meaning clear
* planning, organising and rehearsing dramatic action to stage devised and scripted drama; for example, arranging use of available theatre technologies and collaborating in rehearsal to stage drama for a clear and intended purpose and effect, considering choices within the overall structure
 |
| **Presenting and performing** | rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to style and/or formAC9ADR8P01 | * respecting Indigenous Cultural and Intellectual Property rights when performing drama that explores First Nations Australians’ perspectives on themes and issues such as identity, resilience, oppression or environmental practices
* reflecting on how respectful relationships and empathy were applied in their performance, and interpreted by the audience
 |
| **The Arts – Media arts** | **Creating and making** | design and structure media arts works to communicate ideas, perspectives and meaning for an intended audienceAC9AMA8C01 | * exploring ways to use media languages and technologies to create representations that perpetuate or challenge relationships, or address issues such as stereotyping, bias, identity and sustainable ways of living, in media arts forms such as cartoons, graphic/print, photographic sequences and moving image
* experimenting with technical and symbolic elements to construct safe, legal, ethical and responsible representations of cultural or social groups and values
 |
| **Creating and making** | apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practiceAC9AMA8C02 | * using pre-production, production and post-production processes to produce a media arts work that represents ways of adapting habits or customs to build a more sustainable future for their community or to highlight how people are engaging in online social justice campaigns to contribute to a just and equal society
* producing a media arts work that represents ways of adapting habits or customs to build a more sustainable future for their community or to highlight how people are changing their behaviours to contribute to a just and equal society
* creating a news story in a print or digital format, focusing on an event they have been involved in, to communicate a perspective, using media languages to persuade their audience, and employing questions based on Viewpoints to consider how to manipulate aspects of the production for bias; for example, “Do the stories leave out or emphasise information?”, “Do the stories present the audience with obvious heroes and villains?” and “Why would media institutions engage in these practices?”
 |
| **Presenting and performing** | present media arts works, using responsible media practices and considering potential relationships the work could create with audiencesAC9AMA8P01 | * reflecting on how relationships develop between media arts makers and their audiences, or across cohorts within the audience group, when planning when and how to present a media arts work they have made to an audience
 |
| **The Arts – Music** | **Creating and making** | interpret music in a variety of forms and/or styles, manipulating elements of music and employing relevant vocal/instrumental techniquesAC9AMU8C01 | * using student and teacher set goals as a focus for practising and rehearsing a range of solo and/or ensemble music
* manipulating sound quality by applying understanding of the range of sounds/timbres that different instruments and voice types can produce; for example, manipulating dynamics and timbre in voice or acoustic or digital instruments to create a specific effect
 |
| **Creating and making** | compose using the elements of music and compositional devices to communicate ideas, perspectives and/or meaning, and notate, document and/or record the musicAC9AMU8C02 | * writing songs or instrumental music to communicate ideas or opinions about themes or issues, such as their perspectives on local issues relating to sustainable ways of living or relationships such as friendship
* composing music for different purposes, such as repertoire for an ensemble to perform or music for a theatrical, site-specific or media work; for example, a fanfare or other composition that will grab the audience’s attention at the start of an event, ritual or ceremony
* arranging a familiar music piece into a different music style by manipulating the elements of music to convey meaning, and documenting the arrangement in a form that is appropriate, considering the style and the preferences of the musicians who might be performing the arrangement; for example, arranging an instrumental work for choral performance
 |
| **Presenting and performing** | perform music using relevant vocal and/or instrumental techniques and performance skills AC9AMU8P01 | * performing with correct posture, understanding that the body is part of the performance; for example, standing or sitting as appropriate for the instrument, ensemble, audience and any technology in use such as a microphone; maintaining technical control throughout the performance of a piece of music, controlling tone and volume to create a balanced sound in ensemble performance, reflecting and problem-solving to address imbalances in tone and volume in real-time and seeking feedback from the audience that they can use to reflect on and modify their musical practices in future performances
 |
| **The Arts – Visual Arts** | **Creating and making** | generate, document and develop ideas for artworksAC9AVA8C01 | * engaging in visual brainstorming by selecting, organising and combining appropriate images, forms, visual art processes and materials to represent ideas about a particular subject; for example, annotating the process with short statements using correct terminology and using Viewpoints to develop questions to explore issues and concepts that arise from the combination of elements; for example, "What combinations are surprising, and where can this lead me?", "What would happen if I …?", "How can I push these ideas further?"
* exploring and researching ideas about their interests in the world/subject matter or concepts from a particular perspective or a range of perspectives in order to plan and refine their approaches to representing their ideas
* exploring ways that artists, designers, architects or craftspeople communicate ideas and meaning in their work, using written discussions, annotated images, debates or digital presentations
 |
| **Creating and making** | select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaningAC9AVA8C02 | * creating artworks and using their visual arts practice as a way of exploring their feelings and emotions, such as self-awareness, emotional awareness and personal wellbeing
* working independently and/or in groups to create artworks that tell stories or create awareness about issues that are significant and important to them/the group
* applying their knowledge and understanding of visual arts processes, materials and techniques to create artworks; for example, demonstrating understanding of relief printing and the technical skills needed to create an edition of prints, or creating artworks using skills developed in exploring digital tools, such as photographic manipulation applications or digital drawing programs
* representing ideas in their artworks through considered use of visual conventions, such as using modulated and directional lines in a composition to create a sense of movement, or breaking a rhythmic pattern to create discord
 |
| **Presenting and performing** | curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate ideas, perspectives and/or meaning to audiencesAC9AVA8P01 | * visiting and evaluating exhibitions of work in galleries, museums or community sites and developing responses to exhibitions of work in written, oral or multimedia explanations or reviews, digital forms of presentations or in verbal/vocal discussions
* making a themed series of artworks to be displayed in the class or via the school intranet; considering the relationships between each of the artworks and the space in which they are to be displayed using Viewpoints to develop questions such as, “How can I create a visual narrative through the groupings of these artworks?”, “Does the audience need space to view this artwork or do I want to draw them in close?”, “How does this artwork relate to the space that it will be displayed in?”
* describing the artistic vision of artists from different contexts, cultures, times and places, particularly referencing the meaning that their artworks convey
 |